



Term:
Autumn 2

Year Group: 5W
Class Teacher:
Mrs P Williams

Year Group: 5LC
Class Teacher:
Mrs K Long
Miss J Campbell

CURRICULUM SUMMARY

To love, serve and learn as Jesus shows us



Year Group: 5

Term: Autumn 2

Subject: English



Manfish

Publisher: Chronicle Books

Author: Jennifer Berne

Final writing Outcome:	To write a non-chronological report about a sea creature or ocean mammal.
Incidental pieces of writing:	Biography of an explorer in the style of Manfish. Informal biography of Jacques Cousteau. Short persuasive article. Dolphin song based on Lauren St John. Mystery adventure.

Success Criteria	
<u>Continuous skills</u>	
<u>Vocabulary, grammar and punctuation</u>	<ul style="list-style-type: none">discuss written work: use appropriate terminology (inverted commas for speech, modal verb, relative pronoun, relative clause, parenthesis, bracket, dash)use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly
<u>Composition</u>	<ul style="list-style-type: none">write for a range of purposesuse paragraphs to organise ideasin narratives, describe settings and charactersin non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)
<u>Transcription (Spelling)</u>	<ul style="list-style-type: none">spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list*
<u>Handwriting and presentation</u>	<ul style="list-style-type: none">Write legibly, with consistent and fluent joined handwriting.
<u>Focus skills</u>	
<ul style="list-style-type: none">Plan, draft, write and edit writing.How words are related by meaning as synonyms and antonyms.To use relative clauses beginning with who, which, when, where, whose, that or with.Plan writing and select the appropriate audience.Consistent and correct use of tense.Accurate subject and verb agreement when using singular and plural.Distinguish between language of speech and writing and choose the appropriate register.Use organisational and presentation devices to structure text e.g. bullet points, headings.To distinguish between formal and informal speech e.g. find out – discover.Evaluate and assess effectiveness of writing, proof read for spelling.	



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Subject: Mathematics

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<u>Number – Place Value</u> Read, write, order and compare numbers to at least 1000000 and determine the value of each digit. Count forwards or backwards in steps of powers of 10 for any given number up to 1000000. Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers including through zero. Round any number up to 1000000 to the nearest 10, 100, 1000, 10000 and 100000 Solve number problems and practical problems that involve all of the above. Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.			<u>Number- Addition and Subtraction</u> Add and subtract numbers mentally with increasingly large numbers. Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy. Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.		<u>Statistics</u> Solve comparison, sum and difference problems using information presented in a line graph. Complete, read and interpret information in tables including timetables.		<u>Number – multiplication and division</u> Multiply and divide numbers mentally drawing upon known facts. Multiply and divide whole numbers by 10, 100 and 1000. Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers. Recognise and use square numbers and cube numbers and the notation for squared (²) and cubed (³) Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes. Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers. Establish whether a number up to 100 is prime and recall prime numbers up to 19		<u>Perimeter and Area</u> Measure and calculate the perimeter of composite rectilinear shapes in cm and m. Calculate and compare the area of rectangles (including squares), and including using standard units, cm ² , m ² estimate the area of irregular shapes.		Consolidation



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Subject: History
Anglo-Saxons and Vikings

In this unit, children are introduced to the idea that people from other societies have been coming to Britain for a long time. They will learn about some of the tensions involved in the settlement as well as ways of life and matters that impact on us still. Links can be made with other societies that contributed to the formation of the United Kingdom and how Saxons and Scots contributed to its development. This unit will also delve into the Vikings and the legacy they left upon Britain.

How well did the Anglo-Saxons and Vikings get on with each other?

Learning Outcomes

- Can I explain exactly how much fear the Viking raids caused?
- Can I investigate the rivalry between Anglo-Saxons and Vikings?
- Can I understand the difference in the lives led by Anglo-Saxons and Vikings?
- Can I describe how important religion was to the Anglo-Saxons and Vikings?
- Can I use existing evidence to learn more about the Anglo-Saxons and Vikings?
- Can I recognise the contributions and legacy of the Anglo-Saxons and Vikings?
- **Why Warrington? What was life like in Warrington during this time?**

History Skills:

Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)
Order significant events, movements and dates on a timeline.
Describe the main changes in a period in history.
Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history.
Give reasons why there may be different accounts of history.
Evaluate evidence to choose the most reliable forms.

Learning skills:

Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.

Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.
Investigate own lines of enquiry by posing questions to answer.
Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.
Plan and present a self-directed project or research about the studied period.

Core Vocabulary:

Viking, raid, invade, Denmark, Norway, Sweden, Norse, King, kingdom, Alfred the Great, King Athelstan, Danegeld, King Ethelred II (The Unready), Saga, runes, Odin, Frigg, longhouse, criminal, justice, defendant, court, ordeal, wergild, Edward the Confessor, Harold II, Godwin of Wessex, William the Conqueror, Battle of Stamford Bridge, Battle of Hastings.

English links:

Non-chronological reports, captions, job advertisements, persuasive speech, diary entry, annotating maps, letters.

Maths links:

Interpreting dates on a timeline

Other curriculum links:

Geography: Warrington - local focus

PE: Invasion games

Art : artwork - Saxon art
create, design and develop Anglo-Saxon/Viking jewellery and weaponry

Drama (English) - Conscience Alley, hot-seating

PSHE: considering the needs of others, developing community spirit

British Values: democracy, citizenship
Spiritual, Moral, Social and Cultural development:



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Subject: Science
Electricity



In this unit, we will learn how to associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit; compare and give reasons for variations in how components function; use recognised symbols when representing a simple circuit in a diagram. We will build on previous learning, by constructing simple series circuits and answer questions about what happens when we try different components.

<u>Learning Outcomes</u>		
<ul style="list-style-type: none"> • Can I explain the importance of the major discoveries in electricity? • Can I observe and explain the effects of differing volts in a circuit? • Can I plan an investigation to show variations in how components function? • Can I record my data and report my findings? • Can I investigate and explain my results further? 		
<u>Working scientifically:</u>	<u>Learning skills:</u>	<u>Core Vocabulary:</u>
<ul style="list-style-type: none"> • Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. • Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. • Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. • Using test results to make predictions to set up further comparative and fair tests. • Reporting and presenting findings from enquiries, including conclusions, casual relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. • Identifying scientific evidence that has been used to support or refute ideas or arguments. 	<ul style="list-style-type: none"> • I can suggest possible and unlikely outcomes or consequences of decisions and actions • I can recognise and explain a problem and hypothesis about solutions • I can speculate about possibilities and think about their consequences • I can find and organise information from a wide range of sources including books and ICT • I can use what I know and what I have experienced to predict and generalise from it and apply this to new situations • I can recognise that evaluation requires criteria against which to make judgements and can decide which criteria is important and why • I can talk about my strengths and areas for development • I work for the pleasure of learning, creating or doing so in its own right • I can work well in a group and can tell you what helps my group work well together • I can organise and shape a talk, making connections between ideas. 	Switch Bulb Device Motor Battery symbol Buzzer symbol Motor symbol Switch symbol Electrical insulator Electrical conductor Crocodile clips Appliance
<u>English links:</u>		<u>Maths links:</u>
<ul style="list-style-type: none"> • Produce a glossary for topic specific scientific words • Non-chronological reports and biographical links with significant scientific historical figures 		<ul style="list-style-type: none"> • Creating and reading tables, charts and graphs • Take accurate measurements • Interpreting results
<u>Other curriculum links:</u>		
<u>Computing:</u> Use Microsoft PowerPoint to present and illustrate explanations, including presentation of data in graphs, charts and tables. <u>DT:</u> Electrical systems for purpose.		